BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Program/Department Name: Admissions & Records

Division Name: Enrollment Services/Student Services

Please list all team members who participated in this Program Review:

Name	Department	Position
Nazy Galoyan	Enrollment Services	Dean, Enrollment Services
Roland Amit	Enrollment Services	Sr. Supv. , Enrollment Services
Rachel Tai	Enrollment Services	Cashiering Supervisor
Anthony Cervantes	Admissions & Records	A&R Supervisor

Number of Full Time Faculty: 0 **Number of Part Time Faculty:** 0

Please list all existing Classified positions: *Example: Administrative Assistant I*

1x Sr. Supv., Enrollment Services; 1x Cashiering Supervisor; 1x A&R Supervisor; 6x Student Services Specialists; 2x Admissions & Records Assistant

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review data, please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

Admissions & Records has long been involved with many different facets of the College. We have been involved with the growth of our learning communities such as FYE, and Umoja. We have also been involved with the recently approved Dental Hygiene Bachelor's pilot project as well as the Online Education Initiative through the Chancellor's Office.

We are continuously looking at ways to address issues and concerns with previously underserved populations. Last year, we helped shape District policy in accordance with Ed Code that allowed us to waive non-resident tuition for students enrolled in 6.0 units or less. This allowed us to help students who typically would not be able to attend college due to the prohibitive cost of non-resident tuition. Immigrant students who did not qualify for DACA or AB540 are finally able to attend college for the first time due to this policy change.

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

Always looking for ways to increase enrollment in any possible venue, we are increasing support in non-traditional methods of instruction such as non-credit as well as online classes.

The communication process with distance education students has been improved by having targetted information forms available to help streamline the troubleshooting process rather than having queries funneled through one general source.

Recently, we implemented an online orientation that is available via the web 24/7, no longer needing students to wait for events such as Day On The Hill, or S.O.A.R to obtain information crucial for new students just starting college.

The Cashier's Office is also looking at ways to improve student satisfaction and increase efficiency by developing an automated e-refund process as well as self-service invoices.

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

Admissions & Records is unique from other programs in that it works with every single student of the College. This makes measuring success/failures a challenge. We do not start with a captive population that can set a benchmark and measure progress towards stated goals. The student population we directly work with changes on a daily basis. However, we do work closely with other deparments such as Counseling and Financial Aid as students work through the probation and dismissal process. As part of this collaborative process we are involved with students in the early stages of deficiencies and this intervention does help contribute to improvement and student success.

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal:
"Create a culture of equity that promotes student success, particularly for underserved students."

Based on the program review data, tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

We are continuously looking at ways to address issues and concerns with previously underserved populations. We are increasing the collaboration and staff assistance between credit and non-credit programs. Online/distance education programs will be evauuated for additional ways that they can be best served. Staff will continue to work in conjunction with learning communities such as FYE and Umoja in efforts to increase seat counts.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do <u>not</u> list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
Example: Offer 2 New Courses to Meet Demand	*Winter 2016 Term*	*Course Enrollment*
Increase support to learning communities such as Puente, FYE, and Umoja	Fall 2017 term	Increase enrollment/seat counts
Explore new ways to serve increasing Distance Ed population such as FGA and OEI	Spring 2018 term	Work with IPRO
Improve efficiency in the flow/processing of information between students and staff	Winter 2018 term	Using AdobeSign, observe processing

		times

2B. Resource Requests: Using the table below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee (OPC) website for current guiding principles, rubrics and resource allocation information.

Resource Request	$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
1 F/T staff	tbd	Learning Communities	☒	☐	☒	☐
1 F/T staff	tbd	Cashiering Office	☒	☐	☒	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

n/a

SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

3A. Attach 2015-2016 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

3B. Attach 2015-2016 Program-Level Outcomes: Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 4: FEEDBACK AND FOLLOW-UP

This section is for the <u>Dean/Supervising Administrator</u> to provide feedback.

4A. Strengths and successes of the program as evidenced by the data and analysis:

A&R has significantly improved customer service and most of the services have moved to online. High volume of calls and emails get responded within 24 hours. New technologies and electronic tools help to be prompt in responding to student inquiries. A&R has been successfully finishing all the projects and

new technical implementations. A&R also provides full support to other departments and offices to excel new processes and procurers and implement new rules and regulations. Few to name: the new BOG Fee Waiver changes, new probation and intervention process, full support for new learning communities and new Banner implementations.
Cashiering Office needs to be pointed out for outstanding work. However, the Cashiering Office work understaffed and needs one full-time employee.

4B. Areas of concern, if any:

Even though A&R has done excellent work with all recent improvement, this office still needs ground level extra staff support. With new CTE programs, Learning Communities and other additional registration support requested from the Academic Divisions A&R needs more staff to accommodate registration and maintain robust registration and communication processes.
Cashiering Office is in great need for one full-time staff to help and improvement all the special program invoicing and billing (YUBA, SB, SCU etc.)

4C. Recommendations for improvement:

A&R is still working understaffed and need more f/t positions to maintain excelent services.

4D. Recommended Next Steps:
      ☒ Proceed as Planned on Program Review Schedule
      ☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 4, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

Foothill College
SA - Admissions & Records

Mission Statement: Admissions & Records is committed to a positive experience that is essential to retention, persistence and to the overall student academic success by providing accurate and consistent information along with friendly assistance as students progress through the educational system.

Primary Core Mission: Basic Skills
Secondary Core Mission: Transfer
Tertiary Core Mission: Workforce

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
SA - Admissions & Records - 3 Registration Process_2 - Conduct SOAR (Student Orientation, Assessment, and Registration) events to help educate students on the new registration process effective Fall 2014 and what is required for priority registration under the new Student Success & Support Program requirements recently implemented by the State Chancellor's Office. Effective Spring 2016 rollover new online orientation. **Year(s) to be Assessed:** End of Academic Year **Start Date:** 05/03/2014 **End Date:** 06/26/2015 **SA-SLO Status:** Active	**Assessment Method:** This can be measured by the number of students that apply and register on that day. Manual headcount combined with Argos reports pulled from Banner will be used to assess. **Assessment Method Type:** Data **Target:**	12/12/2016 - Effective Spring 2016 new online orientation is available for all students who need to complete this mandatory 3SP core service **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		12/16/2015 - This is the first year participating in SOAR events as a replacement for Day On The Hill. Out of the 1124 students tracked as participating, we had 984 register for the Fall quarter. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	12/16/2015 - To help reach a larger population, we are working on an online orientation process that students would be able to participate in even if they can not physically attend one of the scheduled orientations. We are partnering with Go2Orientation and are implementing a pilot testing effective Winter 2016. 12/12/2014 - Increase the amount of SOAR events on and off campus prior to Fall 2015 registration to help students make informed choices in regard to their educational futures.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
SA - Admissions & Records - 4 Enrollment Priorities - A&R will redefine the existing priority registration grid to be in compliance with the new Title 5 3SP priorities. In order to have priority registration, the students must have completed orientation to the college (CNSL 5), assessment, and approved electronic Ed Plan through Degree Works **Year(s) to be Assessed:** End of Academic Year **SA-SLO Status:** Active	**Assessment Method:** Banner Reports and Analyzing Argos Reports **Assessment Method Type:** Data **Target:** 85%	12/12/2016 - Starting Fall 2015 the registration groups have been changed. Used to be 9 groups, now only 7. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		12/16/2015 - Beginning for the fall 2014 registration period, Foothill College will implement a new method for determining the day and time when students are first allowed to register for courses. The change is required by new state regulations. The new method includes state mandated requirements as well as new requirements specific to Foothill College.The Enrollment Priorities Committee began meeting in the summer of 2013 and were guided by the following principles: 1) Adhere to State of California Title 5 regulations 2) The focus should be on behaviors rather than group status 3) Use Student Success Task Force recommendations as a guide, including: a. An emphasis on students selecting an education goal of transfer, degree, or certificate b. And emphasis on students selecting a major 4) Encourage enrolling full time 5) Use Enrollment Priorities to encourage student behaviors important for success by providing them their own data **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013	12/16/2015 - After having gone through a year under the new enrollment priority regulations, several groups have expressed concerns whether or not that we are truly meeting the needs of students under the current setup. As part of the Enrollment Priorities Workgroup, Admissions & Records has agreed to revisit with both colleges to determine possible changes that can be made. The changes will take effect in Fall 2016 12/16/2013 - In order to assess this learning outcome, data will be pulled from Banner to determine the means by which students were assigned priority registration and how and when students were able to register. A determination will be made to see if students were given accurate registration date based on FH criteria. Data can also be pulled from the Argos Reports. The date and time of initial registration for students not meeting the enrollment priority criteria will be after students who have met the criteria and will be determined by the number of units earned.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
SA - Admissions & Records - Increase student knowledge of institutional policies and procedures - In an effort to increase student efficacy and self-reliance when attempting to access important deadlines, policies, and procedures immediately relevant to lasting academic success, Admissions and Records created an interactive online monthly survey that launched in March 2015. **Year(s) to be Assessed:** End of Academic Year **Start Date:** 03/01/2015 **End Date:** 06/30/2016 **SA-SLO Status:** Active	**Assessment Method:** In an effort to increase student efficacy and self-reliance when attempting to access important deadlines, policies, and procedures immediately relevant to lasting academic success, Admissions and Records created an interactive online monthly survey that launched in March 2015. Each month questions are selected by determining which topics are repeatedly inquired about by students via email, phone, or in person. Additionally, Admissions and Records actively collaborates with other student service and academic departments on campus to integrate questions in the monthly survey representing the diverse assemblage of resources available to students. **Assessment Method Type:** Survey **Target:** 90%	12/12/2016 - One year of survey completed. Need follow up discussion and data analyzing. Will continue to the next year. **Result:** Target Not Met **Year This Assessment Occurred:** 2015-2016	
SA - Admissions & Records - 5 Provide student support services to facilitate student success - *In support of 3SP and mandatory Ed Plans there will be more immediate need for transcripts scanned (BDMS) and input into Banner. *Increase support to off sites and non-traditional populations	**Assessment Method:** Argo Reports, Banner, BDMS Reports **Assessment Method Type:** Data **Target:** 85%	12/12/2016 - New project eTranscript implemented. NN% of transcripts are coming in electronically PDF format or EDI uploads into Banner. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
Year(s) to be Assessed: End of Academic Year **Start Date:** 01/01/2014 **SA-SLO Status:**		12/16/2015 - Currently it takes seven to ten days to log in incoming transcripts and then it takes additional two months to manually input the data in Banner. The target goal a year from now will be to expedite this process to half the time for the	12/16/2015 - With the help of 3SP funding, we were able to hire additional TEA's to assist with the scanning and input of transcripts. Although the timeframe has been

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
Active		processing incoming transcripts. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	greatly reduced, we are still exploring other alternatives to assist us in the timely intake and input of data. We have submitted a request for a grant through the State Chancellor's Office for the development of a new method of receiving incoming transcript data. This will allow information to be directly loaded into our Student Information System greatly reducing the delay time of manual input and allowing for a quicker degree audit process. 12/16/2013 - A&R will purchase scanners for all staff to scans all incoming transcripts on ongoing basis and also A&R will hire two full-time TEAs to catch up on all incoming transcripts to enter them in Banner.